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ABSTRACT

The policy statements contained in this document present the position of the American Association of Community and Junior Colleges (AACJC) on the Associate Degree, the Associate in Applied Science Degree (AAS), and the Associate Degree in Nursing. In its statement on the Associate Degree, the AACJC: (1) stresses the responsibility of faculty and academic staff to design, monitor, and evaluate associate degree programs; (2) recommends that the titles of Associate in Arts and Associate in Science be used without further designation, but that the AAS degree be further designated to denote special fields such as computer technology or law enforcement; (3) suggests that the names used for associate degrees be limited to the above three; and (4) recommends that institutions create their own oversight bodies and that self-evaluation be encouraged over evaluation by state or federal agencies. The statement on the AAS degree, concentrates on the scope, form, and image of the degree. It lists 14 criteria for excellence, which stress the importance of program content, articulation between employers of AAS degree graduates and the educational institution, flexibility of structure to allow for exit and re-entry, support of student services, and efforts towards creating a positive image of occupational education. The final statement on the Associate Degree in Nursing discusses the problems in proposals made by the American Nursing Association (ANA) to change the skills and knowledge required for the licensing of nurses. The statement lists 10 deleterious effects of such proposals if implemented, and presents a resolution supporting the current educational requirements for licensure and opposing the implementation of the ANA proposals. (PAA)

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Policy Statements for the Associate Degree, the Associate in Applied Science Degree, and the Associate Degree in Nursing

JC 870 229

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Policy Statement

October 1984

The Associate Degree

The associate degree is central to the mission of the community, technical, and junior college. The associate degree reflects the larger goals of educational attainment the institution holds for its students. It is a means through which the institution develops and maintains integrity in its educational programs. When appropriately defined, the associate degree becomes an integrating force for the institution, serves as an important student guide, and requires commitment on the part of the student for program completion.

Emphasis on the associate degree program indicates to faculty, administrators, students, and society that the community, technical, and junior college has a vision of what it means to be an educated person and affirms the college's commitment to program continuity, coherence, and completion. The associate degree must indicate that the holder has developed proficiencies sufficient to prepare for upper division collegiate work, or to enter directly into a specific occupation with confidence. The degree should be awarded only for completion of a coherent program of study designed for a specific purpose.

The Responsibility for Quality

The institution offering an associate degree assumes a responsibility to students and the public to establish and maintain excellence in all educational programs. In offering such a degree program, the individual institution recognizes the obligation to certify that the student receiving the degree has indeed attained associate degree levels of achievement. When an institution awards the associate degree it is providing the individual with the currency to negotiate the next step, whether that step be into fulltime employment or into a baccalaureate degree program. The associate degree should be recognized by employers and baccalaureate degree-granting institutions as the best indication that a student has attained the knowledge and skills necessary to enter a field of work or an upper division college program.

Quality community, technical, and junior colleges demand substantial investments, and the investments return great dividends to individuals and to our nation. Because of the investment required to build and maintain a quality program, the institution has a professional obligation to develop programs where resources are sufficient to ensure quality. In addition, the institution, in partnership with the communities it serves, must provide straightforward information to appropriate decision makers about the resources required to maintain a quality program.

Organization of the Curriculum

Working under the direction of the appropriate administrative leaders, it is the responsibility of the teaching faculty and academic staff to design, monitor, and evaluate the specific associate degree programs offered by the institution. This process must involve consultation with others, both inside and outside the institution. The associate degree program links learning that has gone before with learning that will come after. Therefore, those concerned with framing the associate degree requirements must not approach the task in isolation. Full attention must be given to continuity in learning, as well as to the proficiencies required for an individual to achieve career satisfaction. Community college leaders are encouraged to maintain a continuing dialogue with high school administrators and faculty, as well as with college and university decision makers, with regard to program scope and sequence. The student should experience little or no loss of continuity, or loss of credits, when moving from one level of education to another.

The resulting associate degree program must consist of a coherent and tightly knit sequence of courses capped by an evaluation process that measures the outcomes of the learning process, either at the course level, comprehensively, or both. All degree programs must include the opportunity for the student to demonstrate proficiency in the use of language and computation, for whatever their career goals, students will be called upon to exercise competence in these areas.

In addition, all associate degree programs must reflect those characteristics that help define what constitutes an educated person. Such characteristics include a level of general education that enables the individual to understand and appreciate his/her culture and environment; the development of a system of personal values based on accepted ethics that lead to civic and social responsibility; and the attainment of skills in analysis, communication, quantification, and synthesis necessary for further growth as a lifespan learner and a productive member of society. It is understood that not all of these elements are attained fully through organized courses, but that the intellectual and social climate of the institution and the variety of other educational activities engaged in by students may play an important part. It is incumbent upon the institution to develop appropriate procedures to assess required learning gained outside the formal course structure.

The Associate in Arts and Associate in Science Degrees

These degrees primarily prepare the student to transfer to an upper division baccalaureate degree program. Programs leading to these degrees are similar in nature. The general trend has been to offer the associate in science degree to students who wish to major in engineering, agriculture, or the sciences with heavy undergraduate requirements in mathematics and science. The associate in arts degree gives emphasis to those majoring in the social sciences, humanities, arts, and similar subjects. However, it should be noted that the distinction between the two degrees and the eventual baccalaureate major has become somewhat blurred in recent years. Students awarded associate in arts or associate in science degrees should be accepted as junior level transfers in baccalaureate degree-granting institutions.

Associate in Applied Science Degree

The second type of degree program is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably among community, technical, and junior colleges, the most common title is associate in applied science. Other titles used are associate in business, associate in data processing, or other specific occupations, and associate in applied arts and sciences. It should be noted that the number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary specialized accrediting agencies that set qualitative and quantitative degree standards for their programs. Although the objective of the associate in applied science degree is to enhance employment opportunities, some baccalaureate degree-granting institutions have developed upper division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.

Associate Degree Titles

In recent years there has been a proliferation of titles of associate degrees. This has been true especially in occupational areas where some institutions offer many different degrees in specific technologies. In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended that:

(a) The titles associate in arts and associate in science degrees be used without further designation.

(b) The associate in applied science degree may have additional designations to denote special fields of study such as nursing, computer technology, or law enforcement.

(c) For all associate degrees the transcript of a student should reveal the exact nature of the program completed and whether courses are recommended for transfer to baccalaureate degree programs.

(d) The names or designations used for associate degrees be limited to the above three titles.

Guidelines for the Evaluation of Programs

Many factors may enter into the evaluation of associate degree programs. The most basic and important elements relate to the objectives the institution itself has set for the degree program. Does the program, for example, provide the foundation in general education the institution has set as a goal? Does the program provide students with the competencies required to compete successfully in a career role? The evaluation of degree programs should create a continuing dialogue within the institution concerning associate degree quality and the relative success of the college's graduates. Creative faculties will find many effective ways of assessing their degree programs. The systematic followup of the college's graduates must not be overlooked as a necessary evaluation tool.

Ideally, the evaluation of associate degree programs in community, technical, and junior colleges should be accomplished by the institutions themselves and not by state or federal agencies. Regional accrediting associations serve as self-regulatory bodies to help institutions monitor and evaluate the quality of their associate degree programs. In order that accountability for such evaluations may be clearly understood, institutions should designate institution-wide oversight bodies to evaluate the continuing balance and quality of associate degree programs.

Looking Ahead

This policy statement is limited to the associate degree, thus leaving unexamined a host of other important elements of the community, technical, and junior college mission. These institutions are attended by many individuals for valid reasons other than obtaining a degree. Continuing education and noncredit courses are also reaffirmed as important to the mission of community, technical, and junior colleges. Nothing in this policy statement should be interpreted as discouraging colleges from admitting students who do not have degree objectives to all courses for which they are qualified and from which they will benefit.

While this policy statement is limited to a definition of the associate degree, it is recognized that further work should be pursued to define other community college outcome measures. Such study is important to the future of community, technical, and junior colleges, particularly as they attempt to influence funding agencies and legislators, and to meet a great diversity of individual human need.

Adopted by the AACJC Board of Directors July 7, 1984.

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The Associate in Applied Science Degree Policy Statement

April 1986

The Associate in Applied Science Degree

Introduction

The quality of American education is a prime issue of national concern in this decade. The gulf between societal expectation and realization was first identified in the elementary and secondary schools with the label of mediocrity being liberally applied. Soon after, higher education also came under scrutiny. By the early 1980's, the American Association of Community and Junior Colleges (AACJC) had already begun a study of the Associate Degree which serves as the curriculum base for the 1,200 community, technical, and junior colleges in the nation. The conclusions and recommendations of this study provided basic guidelines for the associate degree which were accepted as an official policy statement by the Board of Directors of AACJC in July of 1984.

The dialogue within the two-year college community generated by this statement has sparked a closer look at a specific type of associate degree—the Associate in Applied Science (AAS). This most recent and perhaps most promising variant is designed primarily to prepare students for immediate employment in a career field without foregoing the opportunity for further education. The AACJC Policy Statement included the following reference to the Associate in Applied Science Degree:

> The second type of degree program is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably among community, technical, and junior colleges, the most common title is Associate in Applied Science. Other titles used are Associate in Business, Associate in Data Processing, or other specific occupations, and Associate in Applied Arts and Sciences. It should be noted that the number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary specialized accrediting agencies that set qualitative degree standards for their programs. Although the objective of the Associate in Applied Science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.

Postsecondary occupational education, including AAS degree programs, increased dramatically between 1960 and 1970. According to the National Center for Educational Statistics, 43% of all asssociate degrees awarded in this decade were occupational in nature. By 1980, according to the preliminary presentation of the AACJC National Task Force to Redefine the Associate Degree, this figure had risen to 62.5%. The AAS degree, or similar occupational degrees, had become the choice of the majority of community, technical, and junior college graduates.

Statement of Purpose

In response to this trend, the National Council for Occupational Education (NCOE), an affiliate of AACJC, saw an urgent need to identify criteria leading toward excellence in the AAS degree so that it may become the cornerstone for a national program of human resource development. It will then become more effective for a wide range of occupational education and as a national employment credential.

In the interest of brevity, as well as avoiding areas already dealt with in other recent reports of undergraduate education, this report is primarily concerned with the curriculum for the AAS degree. It concentrates on the scope, form, substance, and image of the degree—all in a national context.

As in the preceding work of the AACJC National Task Force to Redefine the Associate Degree, the overall objective of this report is to clarify the function of this specific associate degree and to recommend ways of strengthening it. In a word, to propose, with ample feedback from the field, criteria for excellence in AAS degree programs.

Criteria for Excellence in AAS Degree Programs

1. Associate degree programs designed primarily for immediate employment should be designated as an Associate in Applied Science Degree Program.

Considerable variation in associate degree titles exists across the nation, particularly in occupational education. Although some states use the Associate in Science (AS) degree to designate two-year occupational programs, by far the more common usage is the AAS. Common degree terminology should improve national visibility, reduce confusion in our mobile economic society, increase the credibility of the AAS degree, and form the basis for a nationwide program of human resource development.

2. The AAS degree should be identified with a specialty designation.

This identification of a specialty or major, currently common practice in many institutions, implies relevant preparation for employment in a specific area of work. Even though there are advantages in labeling the degree program as specifically as possible, this should not preclude designations that cover a field of study rather than a single specialty, e.g., Associate in Applied Science Degree in Health Occupations.

3. AAS degree programs must be responsive to the employment needs of business, industry, public agencies, the military, and entrepreneurship.

The single most important purpose of the AAS Degree is to prepare students to enter directly into specific occupations. For the degree to achieve greater acceptance as an employment credential, effective articulation must be developed between the educational institution and the employers of AAS degree graduates. The most important facet of the linkage with employers is the maintenance of a timely and effective curriculum reflecting current practices in the work world. This relationship with employers, however, breaks with academic tradition in that AAS degree curricula are not initiated and developed solely within the educational institution. This partnership between the institutions and the potential employer needs to be nurtured continuously.

4. All components of the AAS degree requirements should become outcome oriented.

Common practice in higher education is to define course and program requirements in terms of subject matter topics. Instead, faculty and academic officers from all components of the program should develop and disseminate a statement of the course and program outcomes that students must achieve. While not all of the course and program outcomes can easily be measured, there remains a responsibility to define the knowledge, skills, and attitudes students are expected to attain. It is expected that this outcome orientation will apply to all components of the degree, including general education, related studies, and technical specialty courses. Evaluation measures and procedures should be routinely utilized to assess the adequacy of each course in meeting stated outcomes. Special attention should be given to measuring the success of graduates on the job.

5. The AAS degree requirements should be limited to 60 to 72 semester credit hours or 90 to 108 quarter credit hours.

There is a growing tendency to expand credit hour requirements for occupational programs to meet a variety of pressures including those from specialized accreditation and licensure agencies. Semester credit hours beyond 60 (90 quarter hours) lengthen and intensify the program beyond the normal academic load. Fifteen credit hours per term is a reasonable and challenging load for full-time students. Requirements beyond 60 semester hours (90 quarter hours) should be fully justified in terms of program outcomes. Remedial and developmental work should be in addition to the collegiate level requirements of the degree program but should, whenever possible, be pursued concurrently with skill training to enhance intent and relevance.

6. The technical specialty component of the AAS degree should constitute 50% to 75% of the course credits.

Although general education is increasingly more important in an informational society, the credibility of occupational programs rests with the ability of the AAS degree graduate to function at the technical and mid-management level. The technical specialty component should emphasize an applications orientation through laboratory, clinical and work experiences sufficient to qualify for entry-level employment.

7. The general education component of AAS degree programs should constitute a minimum of 25% of the course credits with the combination of general education and related studies constituting up to 50% of the course credits.

There is an increased recognition of the importance of general education and related studies as integral components of occupational education. Increasingly, the ability to think, reason, compute, communicate, and adapt to change are essential if workers at all levels are to remain employable and cope with the expanding knowledge base. General education also includes human development in civic, consumer, environmental, and social responsibilities. Related studies typically achieve a dual purpose of enhancing general human development and providing a basic foundation for the pursuit of more advanced occupational goals. General education and related studies outcomes should be identified, implemented, and measured by the institution.

8. Although open admission to the institution for all adults is a cardinal characteristic of most community, technical, and junior colleges, minimum criteria for admission to AAS degree programs are essential.

Admission requirements should be established on an individual program basis to assure that the entering student has a reasonable probability for success and that course and program standards are maintained. Where appropriate, preassessment should be included in the admission requirements. Such requirements must be accompanied by maximum opportunities for access to programs by students who do not initially meet the requirements. Developmental or pre-technical certificate programs, tutoring, and/or special laboratory assistance are examples of how this may be accomplished.

9. AAS degree programs should be supported by student services designed systematically for the needs of career-oriented students.

As a result of the vigorous growth of occupational programs, student services now play a much larger and more important, even critical, role in student success than previously. Some colleges have even expanded the definition of "student" to include the entire community of the adult work force and now offer services to the currently employed and the unemployed. Occupational education has thus expanded horizons and markets of two-year institutions immeasurably but must now provide for success and promotability as well as entry into employment. Continuous interaction with students should begin with preadmission testing, assessment, and counseling to assure a reasonable match of student aspirations and skills with programmatic requirements and expectations. These services should include career development activities which lead to successful placement and/or transfer.

10. A curriculum structure with multiple exit/re-entry points should be considered for the AAS degree whenever possible.

A multiple exit/re-entry structure for the AAS degree has distinct advantages for many students who because of work, family or other obligations do not complete the AAS degree in a continuous mode. Such students necessarily take advantage of convenient "stop-outs" where they can complete a segment of the program with some degree of closure before going further. One such common "building block" approach is a series of certificates which represent flexible components of the AAS degree program that may eventually be converted into the full degree. In this sense, the degree becomes a credential increasingly representative of technical and mid-management level employment; a natural step up from certificates generally identified with entry-level employment plateaus. The technical specialty component of the AAS degree should be provided as early in the program as possible. Exit/re-entry points at the end of the first term and/or first year of the program should be given particular consideration.

11. Credit toward the AAS degree should be awarded for knowledge and skills acquired through prior experiences.

Increasingly, the concept that learning is learning, regardless of the source, is gaining acceptance. The ultimate determinant of what is creditable must, however, reside in college policy determined with substantial faculty involvement. Currently, credit is being awarded by many colleges for prior knowledge and skills acquired from many sources including proprietary schools, the military, labor unions, community based organizations, in-service programs of business and industry, work experience, independent study, and examinations. Care must be exercised to assure that the integrity of program outcomes is maintained when such experiences are assessed.

12. AAS degree curricula should be articulated with appropriate general and vocational secondary schools.

There is a trend toward increased articulation between secondary and postsecondary institutions. The advantages of such articulation are to encourage earlier goal orientation, provide possible advanced placement and avoid unnecessary duplication. The growing use of outcomes as a basis for instruction and learning should make program comparisons much easier than the previous use of course titles and catalog descriptions.

13. AAS degree curricula should be articulated with receptive and appropriate four-year institutions through the cooperative planning and implementation of transfer agreements including two + two curricula.

Although AAS degree programs are designed primarily to prepare students for employment, they can no longer be considered terminal. In addition to the necessity for lifelong learning in response to the knowledge explosion, students can expect to make several career changes during their lifetime. Further education, including work toward a baccalaureate degree, should be anticipated for AAS degree graduates. Therefore, articulation agreements should be initiated by two-year institutions in those programs with the greatest potential for transfer. However, the occupational outcomes of AAS degree programs should not be subverted to the transfer potential.

14. Selected AAS degree programs should be networked among two-year institutions at the local, state, and national levels.

There is increasing interest in developing consistency and comparability among similar occupational programs on state and national levels. As the AAS degree becomes universally accepted as an employment credential, it will be feasible to develop selected programs with comparable outcomes across the nation without sacrificing local flexibility. Institutions developing or revising AAS degree programs should consider comparability and consistency with similar occupational programs. Further networking is encouraged and should be facilitated by educational institutions, state agencies, and other regional and national organizations.

Summary

The criteria for excellence are essential for the AAS degree to achieve its potential both as a national employment credential and the curricular foundation for the occupational mission of community, technical, and junior colleges. In highlighted form, these criteria would help to assure that AAS degree programs are:

1. Clear and consistent in titles, length, components, and outcomes—publicized and documented for all to see and know.

2. Articulated continuously with employers, four-year colleges, secondary schools, and the non-collegiate sector including specialized accreditation, credentialing, certification, and licensing agencies.

3. Flexible in structure for our varied adult clientele, with multiple exit/re-entry points which optionally may be compounded to attain the goal of technical and/or mid-management level employment equated with the AAS degree.

4. Open to students on a selective basis with full opportunity to remedy deficiencies in meeting admission requirements.

5. Supported by student services fitted to the occupationally oriented needs of AAS degree students.

6. Part of an expansive and universal definition and categorization of occupational education that conveys a positive image.

7. Part of a national network serving the comparable educational and training needs of the nation, states, and communities.

Implicit in these criteria for excellence in the AAS degree is the assumption that community, technical, and junior colleges have taken on preparation for employment as a major function of their emerging identity. That identity will be strengthened by developing criteria for excellence in the AAS degree, the curricular cornerstone of community college occupationally oriented training and education. Concurrent with enhanced identity may come national acceptance of the 1,200 community, technical, and junior colleges as the preferred delivery system for a national program of human resource development embracing job and career-oriented training, education, and services for the entire adult community—pre-employed, employed, and unemployed. Such a goal is humanitarian. It is also central to the national self-interest to insure an educated and trained work force prepared for present and future manpower needs which, in turn, helps maintain a strong competitive position for our nation in the world economy. The AAS degree provides the curriculum base from which such a national program can be developed.

Adopted and approved by the AACJC Board of Directors, April 12, 1986.

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Associate Degree in Nursing Policy Statement

April 1987

BACKGROUND STATEMENT

The Board of Directors of the American Association of Community and Junior Colleges believes that it is incumbent upon the American Nurses Association, or any other professional organization proposing to change the entry-level requirements for nursing licensure, to provide the public with adequate documentation and well-reasoned arguments to support changes in educational requirements. The American Nurses Association's proposal for change in the basic educational requirements for entry-level nurses does not address the fundamental issues that are prerequisites to serious consideration of any change in educational requirements for entry-level licensure into one of the health care professions. We endorse the statement of the American Hospital Association's Council on Human Resources that:

> The establishment of or revision in entry-level educational requirements for health care practitioners should be made only when adequate documentation justifies the proposed requirements. The approach should be collaborative, not unilateral. It should take into account the broad interests of the health care delivery system as well as the practitioners, students, employers, educators, and consumers. The strategy for implementing the change should include an effective mechanism for enhancing the knowledge and skills of the current workforce at an affordable cost.

The American Nurses Association proposal to establish two separate levels of nursing practice, as a substitute for the present single level of nursing practice, fails to identify the additional skills and knowledge required for safe and effective nursing practice under the proposed new licensing structure that are not integral parts of the present system of nursing licensure. The proposal fails to consider the detrimental effect implementation of the proposal will have upon the current and future supply of nurses. The proposal fails to specifically identify the areas of nursing competency requiring additional educational preparation. The proposal fails to identify and supply information on the cost and the availability of funding for the creation of the many new programs of nursing education that will be needed to accommodate the thousands of baccalaureate nursing students required under the new license structure. And most critically, the proposal fails to provide adequate analysis of the costs and relative benefits that will accrue to the health care delivery system, the profession of nursing, educational institutions, and society from the implementation of the proposed change in educational requirements for licensure at the entry level of nursing.

The Board of Directors of the American Association of Community and Junior Colleges believes that the change in the minimum educational qualifications for nursing licensure proposed by the American Nurses Association for entry into the practice of nursing would, among other things:

a. Adversely affect the delivery of health care throughout the nation and not serve the best interests of the general public;
b. Increase health care costs and increase staffing problems for hospitals and health care facilities throughout the nation;
c. Disrupt and dismantle the proven system of associate degree nursing education, which has established an enviable record of meeting the health care needs of the people of the United States;
d. Decrease the available number of future registered nurses qualified to meet the health care needs of the people of the United States;
e. Deprive minority and economically disadvantaged students throughout the nation, who traditionally choose the lower cost two-year associate degree nursing programs offered at community, technical, and junior colleges, of an avenue of access to careers in nursing;
f. Deprive a substantial number of residents of many states, where few, if any, baccalaureate nursing programs are available, of an equal opportunity to obtain a nursing education preparatory to licensure as registered nurses;
g. Increase the cost to taxpayers throughout the nation of support for higher education by requiring additional funding for the more expensive new baccalaureate nursing programs, as opposed to the less expensive and more cost-efficient asso-

ciate degree nursing programs offered at community, technical, and junior colleges;

h. Deprive associate degree nursing graduates of the right to continue to enjoy the privilege of being licensed as registered nurses, a right which they have enjoyed for over thirty years throughout the nation;
i. Create two impractical and unrealistic categories of nurses that prove to be totally unacceptable in the work setting of hospitals and health care facilities throughout the nation;
j. Deprive current Licensed Practical Nurses of their right to continue to serve in hospitals, nursing homes, home health-care, long-term care facilities, and other health care agencies throughout the nation.

"Evaluating Changes in Entry-Level Educational Requirements for Allied Health Care Personnel," American Hospital Association's Council on Human Resources, 1986.

Ibid.

AACJC BOARD RESOLUTION

WHEREAS, During the past thirty-five years, from 1952 to 1987, more than three hundred and fifty thousand nursing students have graduated from Associate Degree in Nursing Programs offered at community, technical, and junior colleges throughout the nation; and

WHEREAS, Our associate degree nursing graduates, who have been licensed as registered nurses in the fifty states throughout the nation, are on a daily basis making significant contributions to the health care delivery system of the nation; and

WHEREAS, The American Nurses Association has embarked upon a national crusade to change the present minimum educational qualifications for all candidates for licensure as registered nurses to a baccalaureate in the science of nursing; and

WHEREAS, The current requirements for licensure as a Registered Nurse are meeting the felt needs of our nation for an adequate, skilled, and competent corps of registered nurses for the people of the United States;

BE IT THEREFORE RESOLVED by the Board of Directors of the American Association of Community and Junior Colleges that the Board of Directors endorses continued recognition of the successful attainment of an Associate Degree in Nursing as a minimum educational requirement to sit for the licensure examination for entry into nursing practice as a Registerd Nurse in any state in the United States; and

BE IT FURTHER RESOLVED that the Board of Directors supports continuance of the right of each successful candidate for licensure to be designated as a "Registered Nurse" without any limitation as to scope of nursing practice based upon the type or source of the candidate's prior educational preparation; and

BE IT FURTHER RESOLVED that the Board of Directors will actively oppose any change in the current licensure requirements of the individual states that would jeopardize the future existence of Associate Degree in Nursing Programs in community colleges, technical schools, junior colleges, or other institutions of higher learning, as viable avenues toward licensure as a Registered Nurse in any state in the United States.

BE IT FURTHER RESOLVED that the Board of Directors favors the establishment, independent of any governmental or state licensing authority, of a viable system of evaluation to grant certification or appropriate recognition by way of a credential for the attainment of any nursing competency beyond the entry level of nursing practice to nurses possessing a baccalaureate degree or advanced degree in the science of nursing; and

BE IT FURTHER RESOLVED that the Board of Directors supports continued recognition of successful completion of the current one-year curriculum in Practical Nursing as a minimum educational requirement to sit for the examination for licensure as a Licensed Practical Nurse. The Board of Directors supports the right of each successful candidate for licensure to be licensed as a Licensed Practical Nurse in any state in the United States.

Adopted and approved by the AACJC Board of Directors, April 22, 1987.

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ERIC Clearinghouse for Junior Colleges JUL 17 1987